

***rU.S. Department of Education***  
***2013 National Blue Ribbon Schools Program***  
***A Public School - 13WV3***

	<b>Charter</b>	<b>Title 1</b>	<b>Magnet</b>	<b>Choice</b>
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Ms. Angela Amick

Official School Name: Panther Creek Elementary School

School Mailing Address: 10068 Canvas Nettie Road  
Nettie, WV 26681-0339

County: Nicholas County State School Code Number\*: 062220

Telephone: (304) 846-6808 E-mail: aamick@access.k12.wv.us

Fax: (304) 846-2144 Web site/URL: http://boe.nich.k12.wv.us/schools.html

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Mrs. Beverly Kingery Superintendent e-mail: bkingery@access.k12.wv.us

District Name: Nicholas County District Phone: (304) 846-3611

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Dr. Lloyd Adkins

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## **PART I - ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district 11 Elementary schools (includes K-8)  
2 Middle/Junior high schools  
2 High schools  
0 K-12 schools  
15 Total schools in district
2. District per-pupil expenditure: 7800

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 5
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	12	12	24
K	26	32	58
1	17	25	42
2	22	19	41
3	18	18	36
4	19	15	34
5	24	17	41
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			276

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
0 % Asian  
0 % Black or African American  
0 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
100 % White  
0 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 15%  
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	22
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	17
(3)	Total of all transferred students [sum of rows (1) and (2)].	39
(4)	Total number of students in the school as of October 1, 2011	262
(5)	Total transferred students in row (3) divided by total students in row (4).	0.15
(6)	Amount in row (5) multiplied by 100.	15

8. Percent of English Language Learners in the school: 0%  
Total number of ELL students in the school: 0  
Number of non-English languages represented: 0  
Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 54%

Total number of students who qualify: 142

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 15%

Total number of students served: 38

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>15</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>14</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>2</u>	<u>1</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>9</u>	<u>1</u>
Total number	<u>32</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

17:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	99%	99%	99%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
<b>Total</b>	<b><u>0%</u></b>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

## PART III - SUMMARY

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"Panthers Chase Excellence" or PCE is the acronym that is Panther Creek Elementary School's mission statement. It's instilled into our students, reminding them to chase excellence and strive to do their best. Walking into the school, panther pride is the obvious theme. Hallways and bulletin boards are draped with school colors of green and black. The bulletin boards are designed around student success. The largest board displays a panther stating, "Panthers Chase Excellence," serving as a constant reminder to faculty, staff, students, and parents of the ultimate goal for our students. Since receiving West Virginia EXEMPLARY SCHOOL Status for the 2012-2013 school year, the staff wears shirts on Fridays stating: PANTHERS CHASE EXCELLENCE: A WV EXEMPLARY SCHOOL. Parent-made banners suspend from the ceilings and are earmarked for milestones achieved by classrooms, groups, or the entire school.

Panther Creek Elementary opened in 1995 from a three-school consolidation. The schools came together and brought with them highly diverse and unique teaching styles, educational backgrounds, and a mixture of students. Today, Panther Creek has an enrollment of 276 students and continues to flourish with academic achievements, including a nomination as a National Blue Ribbon School, which is a first for the Nicholas County School District. The community is comprised of mainly Caucasian background, ranging from farmers to hard-working minimum-wage workers and other blue collar workers. The school has 54 % of students receiving free/reduced meals, 15 % of special needs students, and a 15 % student mobility rate. The teaching staff consists of sixteen highly qualified full-time teachers and two highly qualified full-time resource teachers. Seven teachers hold Master's Degrees, and one is Nationally Board Certified. Of those eighteen teachers, six have twenty or more years' experience, four have ten or more years' experience, and five teachers have five or more years' experience. This variety of experience may be one of the explanations of why this school is achieving academically. The veteran teachers provide time-tested practices, while younger teachers bring new strategic practices. With these factors evident, we are honored to receive a nomination as a National Blue Ribbon School.

Traditions include class basketball games, Track & Field, Boy/Girl Scout, 4-H Group, Family Walk/ Reading Nights, Panther "Purr-fect" dinner, Science/Social Studies Fairs, Writing contests, Spelling Bees and the Marathon Scholars program. Field trips are specifically planned for places that students may never have an opportunity to visit. Trips include the WV State Capitol, the WV Museum of Arts, The Clay Center for Performing Arts, and the WV Osteopathic School of Medicine.

Parent participation is essential and is included in our traditions. With community support, PCE raised \$3100 in one week for the American Cancer Society, over \$10,000 throughout the years for St. Jude's Research Center, and \$40,000 in seventeen months for new playground equipment.

Panther Creek Elementary has enlisted the help of an itinerant gifted teacher to provide enrichment for students who received mastery or above on state testing. Her technology-enriched and highly structured program provides the students with individual academic enrichment in Math and Reading. Full inclusion is the goal for all special education students. The Special Education teachers provide accommodations/modifications for students in the classroom or team teaches with regular educators. This reestablishes the school's common objective that all students, regardless of disability, should be held to high accountability.

Technology is used daily as part of the curriculum. The use of two computer labs and one mobile lab ensures that 21st Century goals are being met. The Accelerated Reader program promotes the love of reading. Students are challenged weekly to attain a set amount of reading points. Upon reaching the goals, students trade points for rewards. This program has not only helped instill the love of reading but has improved state reading scores.

Accomplishments that make Panther Creek Elementary School worthy of being a National Blue Ribbon School are numerous. We have earned WV Exemplary Status in the following years: 2012-2013, 2008-2009, and 2005-2006 and Distinction Accreditation for two years. Adequate Yearly Progress has been met every year since being measured. On the 2011-2012 WESTEST 2 Assessment, PCE ranked 17<sup>th</sup> of 607 schools in Math and 27<sup>th</sup> of 607 in Reading/Language Arts. We have been eligible to apply as a WV School of Excellence for the past two years. In Math Field Day district competitions, we have had seven consecutive team wins since 2006 and have had 41 students finish in the top ten. PCE has a 2013 Arch Coal Teacher of the Year nominee and had a Nicholas County Service Personnel of the Year winner.

With all these accomplishments, keep in mind that Panther Creek Elementary is not a Title 1 school, yet our students continue to perform well, and our teachers continue to teach, provide extra support, and enrich students. This shows PCE's consistency!



## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

A. WESTEST 2 is a custom designed assessment for West Virginia students in grades three through eleven. The individual Math, Reading/Language Arts, Science, and Social Studies assessments measure student levels of performance on clearly defined standards, objectives, and skills. The test questions are aligned and developed to the West Virginia Twenty-First Century Content Standards and Objectives. WESTEST 2 Online Writing is part of the Reading/Language Arts portion of WESTEST 2.

The WESTEST 2 Online Writing Test assesses students' proficiency in Organization, Development, Sentence Structure, Word Choice, Grammar Usage, and the Mechanics of Writing. In addition to writing, the Reading/Language Arts composite score tests vocabulary and comprehension. The Math portion of WESTEST 2 includes Numbers and Operations, Algebra, Geometry, Measurement, and Data Analysis/Probability. The Science section tests students on the Nature, Content, and Application of Science. The Social Studies segment shows students' skills in Citizenship, Civics/Government, Economics, Geography, and History.

Student performance on WESTEST 2 is based on scale scores. There are five performance levels in which students may score on each subject of the test determined by examining where the scale score falls on the approved scale score range. The five levels include: Distinguished, Above-Mastery, Mastery, Partial-Mastery, or Novice. Distinguished, Above-Mastery, and Mastery scores are considered acceptable progress. Partial-Mastery and Novice scores are considered unacceptable progress. Assessment results show student strengths in addition to areas that need improvement. Assessment results are supplied to parents, teachers, and administrators. Even though the Mastery performance level is considered acceptable, Panther Creek Elementary faculty and staff strive to help students reach the next performance levels.

B. Panther Creek Elementary School strives to meet Adequate Yearly Progress as legislated by the No Child Left Behind (NCLB) implementation plan. To date, Panther Creek Elementary has met Adequate Yearly Progress every year since it has been measured. Each year the cut scores on WESTEST 2 are raised in order to transition to national and international rigor of performance, and this is the reason that some scores have decreased during the five year period. However, on the 2012-2013 WESTEST 2 scores, PCE ranked 17th of 607 schools in West Virginia in Math, and 27th of 607 schools in West Virginia in Reading/Language Arts. The "All Students" subgroup increased by one to thirty-one proficiency percentages in all classes tested except for one.

Traditionally, PCE students' average scores are higher than both state and county averages in Reading/Language Arts and Math, and this is consistent for the All Students Subgroup, the Special Education Subgroup, and the Socio-Economic Disadvantaged Students Subgroup. In Reading/Language Arts, student writing scores are well above average. In third grade, students scored 82% proficient in writing and a Reading/Language Arts composite score of 68% proficient. In fourth grade, students scored 64% proficient in writing and a Reading/Language Arts composite score of 60% proficient. In fifth grade, students scored 95% proficient in writing and a Reading/Language Arts composite score of 89% proficient. In third grade Math, students scored 68% proficient. In fourth grade Math, students scored 57% proficient. In fifth grade Math, students scored 76% proficient.

Our district superintendent and other central office staff reward student efforts with medals according to performance levels and scale scores on WESTEST 2. Students receive Gold Medals for scoring Above-Mastery or Distinguished in Reading/Language Arts and Math, Silver Medals for scoring Distinguished or Above-Level in Reading/Language Arts or Math, and Bronze Medals for improving scale scores by a minimum of 50 points in Reading/Language Arts and/or Math. Excluding the current 6th Grade students

no longer enrolled at PCE, our students received twelve Gold Medals, twenty-six Silver Medals, and eight Bronze Medals.

In order to bridge the gap between our Special Education Subgroup and the All Students Subgroup, the entire staff maintains high expectations and provides excellent instruction daily. Time on task is evident in the classrooms. Teachers use every minute available in the day to help struggling students, average students, and advanced students. Teachers have an extra block of twenty-five minutes in the day to provide support for individualized student personalized learning. Often they will give up planning periods to work with special education students. Many teachers voluntarily stay after school to offer students additional instructional time. They also work with students before the instructional day begins on a daily basis. Support staff works to rearrange schedules as needed in order to provide extra instruction to at-risk students. Failure is not an option at PCE.

## **2. Using Assessment Results:**

At Panther Creek Elementary School, teachers realize that having access to the right data helps us tailor our instruction, guide our lessons, and effectively provide student grouping for the ultimate goal of success for all students. Data analysis occurs at many levels throughout our district including central office administration, teachers, support staff, and students.

a) To begin with, a professional development day is set at the beginning of the school year in order to analyze state assessment data. Teachers are given the data and asked to analyze strengths and weaknesses and explain how to build on the strengths and enhance the weaknesses. Teachers are required to report any content standard that falls below 50% and describe what activities will be done to improve it.

PCE staff goes beyond teachers analyzing data because students are required to scrutinize personal test scores, make lists of strengths and weaknesses, and set personal goals to improve any weaknesses. This enables the students to take responsibility for their own learning. Once goals are established, they are put into their student data folders which serve as a constant reminder for self-improvements.

State testing data isn't our only means of data. Teachers use all means available to secure as much relevant data as possible to effectively evaluate our students. Data includes reading benchmark tests, regularly scheduled Acuity benchmarks, DIBELS, math benchmarks, and student graphs and charts. Both informal and formal observations are effectively used and have provided vital elements in understanding each individual student. With all our data effectively used, this has attributed to Panther Creek's success.

To improve student learning, Acuity Reading and Math benchmarks provide essential information for the teachers. The Acuity benchmarks have been added into the teachers' curriculum and allow students to be tested on specific content standards. After being tested, the program allows teachers to select individual weaknesses, provide enrichment and remediation activities, and allow each student to progress individually.

Since the writing process is an essential portion of state assessment, WV Writes is another beneficial program that enables teachers to assess individual students. With this program, the students develop a writing sample and are scored immediately according to a rubric. Using this writing assessment has greatly improved PCE's writing scores and has enabled students to determine where they struggle and make necessary corrections.

b) Keeping a line of open communication is a high priority. There are various ways in which our assessments are communicated to the principal, teachers, parents, and community. An Open House is held at the beginning of each school year which enables teachers to disperse state assessment scores to parents,

discuss ways to make improvements on student weaknesses, and enhance their strengths during the upcoming year.

It is our belief that students must be held accountable for their own learning. At the beginning of the year, students are required to analyze their individual state testing scores in order to set short and long-term goals. All analysis is put into their data folders and reviewed regularly as a reminder of their annual goals before state testing occurs again.

PCE staff has found a good way to keep parents up-to-date on assessments with the use of student-led conferences. During these conferences, student data folders are at the center. The folders contain informal and formal assessments that have been given throughout the year. Assessments include: a personal goal page, Reading benchmarks, Math benchmarks, state testing scores, reading levels, fluency reads, and student-made charts or graphs displaying scores from Reading or Math tests. Parents are given weekly newsletters providing information about the successes of the students, school, or teachers and are provided frequent reminders of upcoming testing dates.

In order to keep the community informed, PCE has its own section in the local newspaper in which we share all of our successes. Not only that, our Superintendent discusses each school's state testing scores with board members. This information is displayed for the public in the local newspaper.

Lastly, the state provides a website which can be assessed by parents, teachers, community, and students. Within the website, a section is available that displays state testing data results broken down by schools. It shows the past five years of state testing data, assessment trends, scores by grades, school scores compared to state scores, and other relevant information.

With all this communication in place, we feel that our administrator, teachers, support staff, parents, students, and our community are well informed about our assessment data.

### **3. Sharing Lessons Learned:**

Panther Creek teachers consider it a privilege to share strategies and successful teaching methods with other schools or districts in the area. In fact, we have shared successful strategies with schools within our district and in a neighboring district. Several of our primary teachers are leading the way as trainers for the county in the area of the new Common Core Standards. Our principal has spent days with other administrators from the county discussing and sharing reading, math, and writing strategies and techniques. Our school and individual classrooms have been visited in order to learn our strategies for teaching the writing process and how we organize daily school and classroom procedures.

Panther Creek was asked to share its writing success with a neighboring school whose students were struggling to meet state writing standards. Since our school was showing great success with the 4-square approach, that particular school asked to come see it in action. Upon returning to their school, many more teachers wanted to see it as well. So, PCE teachers agreed to videotape the entire writing process from start to finish. This year, that school showed an enormous increase in their writing scores and is continuing to use the strategies learned at PCE.

On another occasion, educators from a neighboring district asked to observe our school's use of team teaching in grades 3-5 in order to see if it would benefit their school. Our faculty spent the day running our programs as usual and allowing the observers to see the process in action. After school, we provided group discussions with them to answer questions and discuss the strengths and weaknesses of using the team teaching approach. A productive day was had by all, and Panther Creek was ecstatic to share the experience with another district.

Two of our teachers were chosen to attend a summer program at the West Virginia Teacher Leadership Institute. The goal of the training was to analyze the new Common Core Standards and begin implementing them within their own classrooms. Upon completion of the academy, the teachers provided leadership within our own district and served as trainers for their peers.

Sharing success is a pleasing experience and, if given the award of a National Blue Ribbon School, our school doors will always be open, and our teachers will continue to be eager to share success.

#### **4. Engaging Families and Communities:**

PCE recognizes the importance of respect in building its parent/community relationship. For an efficient school, parent, and community partnership to occur, everyone must be equal contributors in a child's education.

PCE utilizes many strategies to engage families and communities including: sufficient communication, involvement in school events, volunteering opportunities, fundraising, and participating in decision making.

Sufficient communication establishes a two-way dialog between home and school. Communication with parents occurs in numerous ways. Weekly principal newsletters are sent home that include special events and important dates. Individual classrooms send home weekly newsletters which include spelling lists, reading vocabulary, and other activities. Student planners include daily work and homework so parents are knowledgeable about their child's learning.

Developing opportunities for parents to attend school events is another way families and the community are involved. This promotes active parental interest in activities and enforces the importance of school. An Open House is provided each year with the focus of meeting the teachers, discussing classroom rules, expectations, and procedures. Sporting events, such as class basketball games, enable parents to watch their children play and gives them opportunities to coach. Parents are invited to attend other events such as: Family Reading Nights, Family Walks, classroom parties, Awards Day, and field trips. Student-Led Conferences allow students to showcase classroom work and inform parents of learning activities.

Volunteering enables parents to directly contribute to the school. The principal prepares surveys asking for volunteers and to what extent they will help. Volunteers perform many tasks including: copying papers, reading to students, assisting with student learning games in the classroom, coordinating school activities, assisting in the library, and serving on various school committees.

Fundraising empowers the parent to enhance the financial resources of the school and organized charities. Fundraising has included: Book Fairs, Jump Rope for Heart, American Cancer Awareness, St. Jude's Children's Research Hospital, playground improvements, and school dances. The small, rural community has raised over \$40,000.00 in seventeen months to purchase new playground equipment for the students. Fundraising offers a chance for parents, teachers, and the community to work as a team.

The school utilizes the community in order to mobilize resources and enhance student learning. Positive relationships are fostered between local fire and police departments, Boy/Girl Scouts, 4-H Clubs, twirling teams, and sports teams. Local business owners contribute to school events and provide attendance plaques to students with perfect attendance at the end of the year.

## **PART V - CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

The common core classes are centered on a swarm of subject areas which include Reading, Math, English, Spelling, Science, Social Studies, Physical Education, Art, Health, and Writing. In grades 3-5, Reading, English, Spelling, and Writing are taught as separate subjects in order to lay a solid foundation and teach standards to mastery. The curriculum is designed around strong-minded teachers who are committed to appropriately screening, monitoring, and collecting student data and using that data to evaluate students and their own classroom delivery effectiveness. Therefore, teachers are able to reflect and fine-tune their own teaching methods in order to expand student learning.

A unique class offered within the walls of Panther Creek is the writing class which is taught daily. As a new part of the state assessment, students are asked to develop a writing sample that uses correct sentence structure, mechanics, organizational skills and word choice. Early on, the teachers knew it was going to be an immense task to tackle, but with the help of the book, Four Square Writing Methods by Judy Gould, the teachers were able to develop their own four square graphic organizers. In K-2, a modified version is used in which pictures aid and organize student thoughts. In grades 3-5, the teachers decided on a modified version that met their needs as well. Through teamwork and determination, Panther Creek's state writing scores have far surpassed the original expectations.

Writing class is developed around the state standards in which students use graphic organizers to develop their thoughts in order to produce fluent essays. Students enter their essays online in the WV Writes Program. Using this program, students unite the use of dictionary skills, technology, grammatical concepts, and a thesaurus to cultivate grade level writing.

The Reading/Language Arts block encompasses Reading, Spelling, and English. With the adopted reading curriculum, the stories are linked to spelling words and grammar concepts. The use of leveled readers (Science/Social Studies centered), small group instruction, and learning centers are used to address individual needs. The Accelerated Reader program (AR) is implemented into the reading program as students are challenged to read from a multitude of genres such as historical non-fiction, autobiographies and biographies.

The Math curriculum is one that centers on students investigating a new concept, understanding the concept, applying the concept, and securing it for future use. Building a solid math foundation is of highest concern and students are repeatedly taught with basic drills, problem-solving strategies, and enriched through technology, group discovery, and the services of the gifted teacher.

Science and Social Studies are taught as separate subjects, yet are incorporated in the reading curriculum with the use of leveled readers. By using the leveled readers, Science and Social Studies are being taught across the curriculum and directly linked to state standards. Students are encouraged to conduct investigations that involve self-discovery through the use of Science and Social Studies projects.

In Physical Education the students are exposed to vigorous activities that get them moving. In collaboration with the local hospital, the Marathon Scholar Program challenges students to read 26 books and walk 26 miles. Art projects drape the hallways and range from replicating "A Starry Night" by Vincent van Gogh to works by Leonardo da Vinci. The health program encourages students to develop good eating habits and provides an anti-bullying program as well.

### **2. Reading/English:**

Panther Creek Elementary's Reading curriculum is best defined as the building block on which students develop fundamental skills of phonemic awareness, phonics, vocabulary, and fluency in grades Pre K-2. Students in grades 3-5 apply those skills into higher level thinking in order to analyze literature and informational texts across all areas of curriculum. The reading and writing processes are incorporated into all areas of the curriculum in order to develop highly independent, life-long learners who are prepared for the 21<sup>st</sup> Century.

Instructional methods at PCE include direct teaching, cooperative learning/small groups, brainstorming, technology instruction, and games. Direct instruction provides specific learning objectives, whole group instruction, and is beneficial when teaching basic skills and concepts. Small group/cooperative learning promotes teamwork, working in groups, and shared responsibilities. Brainstorming encourages group participation. Technology provides students the opportunity to research unknown topics and practice technology skills. Games deliver pleasurable ways to check mastery of a particular objective and can be applied to real life situations to enhance learning.

Examples of programs that are used to enhance Reading include the Accelerated Reader program which challenges students to read books and test their comprehension about the books. Points are earned and traded for prizes. The Marathon Scholars program encourages students to read 26 books/walk 26 miles in exchange for a gold medal. Lastly, the Sustained Silent Reading program allows students a designated time in their daily schedule to drop everything and read. Continuously, teachers are challenging students to read and keep reading.

Efforts to improve reading skills are not reserved for the below level students. They are promoted for ALL students and EVERY student is challenged in some way. Individual students are benchmarked and constantly checked for strengths and weakness. The leveled readers promote reading comprehension on students' individual levels, and enhance understanding because they are centered on higher level concepts of Science/Social Studies. The online Acuity Instructional Resources program allows for individual reading growth because students work at their own pace. The program introduces a reading skill, teaches it, and then allows students to apply the concept. Teachers use the reporting data from this program to guide classroom instruction. Through the use of these programs, state testing scores have shown an increase and ALL students are being challenged above their levels.

### **3. Mathematics:**

The Math curriculum is rigorous and is directly aligned with the state standards. The ultimate goal is to develop students who not only master basic facts and skills, but are able to apply their math understanding to real-world situations. The Math program not only builds on math facts, but builds a strong number sense through the development of computation, problem-solving, group activities, and application skills.

The Math curriculum goes beyond traditional math teaching. The students learn Math by the practice of research based games and instructions that show students that there are many ways to solve a problem. The Math curriculum is more than just numbers and basic skills. It involves taking numbers, relating those numbers to real –world situations, and then making them come to life for our students.

Students acquire fundamental skills in a variety of ways. First, pacing guides are used to provide a month-by-month list of lessons and games to be taught in order to keep the teachers focused. Math lessons are matched to state standards and lessons are color coded to indicate if the concept should be secured, developing, or beginning. Unit goals and study guides are sent home to ensure parent and student understanding of expectations. Class profiles and individual student profiles are developed after completing each unit. The profiles are used to set up small groups in order to re-teach or enrich groups of students. Mastery is then reinforced by the use of online games. Online games are used in centers or used for re-teaching an unsecured concept. Online Acuity Instructional Resources also teach, re-teach, and enrich math skills and provide opportunities for application.

The Math curriculum is designed not only to address below or above level students. It's the teachers belief that the curriculum must push the below level student to mastery. The on level students need to be pushed to above mastery and the above mastery students need to be pushed to distinguished level. This guarantees that no child is left behind, and all students are being excelled. Efforts are made to ensure this through the use of unit assessments, class profiles, student profiles, and providing differentiated instruction that drives each student beyond what he/she thought he/she could do.

#### **4. Additional Curriculum Area:**

The Physical Education class at Panther Creek goes well beyond a normal program because the teacher not only teaches PE, but ties Art and Health into the weekly routine. With all this linked together, Panther Creek teachers feel they produce well-rounded students.

Students receive PE class daily because the teachers realize that this program adds to the school's success. With the routine of daily physical activity, our students appear to have better concentration and attention, which in turn, enhances our school's scores on state testing. A well-planned and well-implemented PE program improves our students' overall fitness, promotes regular physical activity and self-discipline, improves self-judgment, strengthens peer/team relations, and shows our students how to set realistic goals for personal achievement. Knowing how important physical activity is, classroom teachers are finding ways to get their students up and moving during classroom instruction, for example, playing quick games of Simon Says or hopping or jumping in place for a minute. With the PE program and classroom moving activities in place, Panther Creek has become a WV MOVES school this year. This means that we teach to the whole child by using physical activities in the classroom to improve their overall well-being.

Art is taught within the PE classroom as well. The teacher teaches art by incorporating a wide range of concepts such as using oils, chalk, scratch-art, and drawing. Student artwork ranges from Leonardo da Vinci to Vincent van Gogh and drape the school hallways for everyone to see and be rewarded, especially the students. Student artwork has been featured in the district office on several occasions.

In the health program, the teacher tackles a variety of concepts from eating healthy to tobacco use to anti-bullying strategies. She incorporates math concepts when showing resting and target heart rate and embraces the school's Marathon Scholars Program by pushing the students to walk daily to reach their 26 mile goal.

At PCE, panthers chase excellence every day in every class.

#### **5. Instructional Methods:**

The diversity of students, in our school, is steadily increasing and the need to contour the curriculum and instruction to individual needs is more imperative than ever. Through pre-assessments, post-assessments, and benchmarks, teachers are provided a wide range of student feedback about their students and are more aware of what they need to attain maximum student growth.

Differentiated instruction at Panther Creek entails providing various ways of teaching (kinesthetically, visually, or auditory), whole group, small group, or individual instruction. We value quality work over quantity work, and student-centered lessons that are interesting, engaging, and require higher-level thinking. Most importantly, all activities are well organized and well planned.

To address subgroup needs, students who are special needs or gifted have an Individual Education Plan (IEP) that is followed precisely. Our gifted students are educated by our traveling gifted teacher and are rigorously engaged in higher level thinking tasks in all areas of the curriculum. Our special needs students are included in the regular classrooms to the fullest extent. Accommodations and modifications are well planned out by the use of team teaching, in which the special educator delivers services, within the

regular classrooms, and works side-by-side with the regular educators. We pride ourselves in providing enrichment activities to our on-level students, and they are provided specialized instruction including research activities, higher math concepts, and higher level reading activities within the regular classroom.

Technology is used constantly to support instruction and our students have a well-designed computer class implemented into their daily schedules. During computer class, students are actively working on individual leveled programs including: WV Writes, Acuity, reading benchmarks, and research assignments. WV WRITES is a program that promotes the ability to write on level. Acuity is a county-wide program used to assess students on state standards and provides individual instruction to help those who do not meet those standards. The reading benchmark program assesses reading concepts, and the data provided from this benchmark is used to group students or provide individual instruction. Last, research assignments are part of our state standards and students are encouraged to do group research projects and present information to peers.

At Panther Creek, we take full advantage of excelling ALL students, regardless of the subgroup into which they fall. Teachers have high expectations for ALL students, and it is evident through our state assessment scores.

## **6. Professional Development:**

Schools, classrooms, and students are becoming more and more diverse every year. Subject matter, teaching methods, and the students themselves are changing. Therefore, it is important that teachers are well prepared when they first begin teaching and continue learning throughout their careers. It is the belief at Panther Creek that professional development and professional learning communities produce quality teachers and quality teachers produce successful students.

At both district and school levels, a variety of professional development opportunities are offered throughout the year. Workshops have included Crisis Prevention Intervention (CPI), WESTEST analysis, Policy 4373-Safe and Supportive Schools, and aligning Common Core Standards. Several trainings were specifically provided in order to provide a safe atmosphere in which teacher and students can come and feel free to learn and get an education. Hence, these entire workshops have enhanced our school in some way or another.

The district has allocated Instructional Support Enhancement (ISE) Days into the calendar to be used for two hours of professional development, two hours small group or individual tutoring, and two hours faculty senate. This year, our school used the ISE days to analyze and break down teacher strengths and weakness, areas in which the students fell short, and ways to improve teacher delivery of the material to improve scores. In addition, several three hour early dismissal days have been included in the calendar to work on assessments and common core standards through professional learning communities. Grade level professional learning communities are also scheduled every two weeks to improve student achievement. Topics discussed include student remediation and enrichment activities, meeting Common Core Standards, flexible scheduling, and assessments.

Panther Creek embraces professional development and perceives it as a way of offering support to our school in order to establish high academic standards and hold our school accountable to meeting those standards. We realize that school improvements require teachers to provide meaningful, engaged learning opportunities for our diverse population. Hence, professional development, at our school, doesn't just occur on one particular day of the month; rather it has become a part of the teachers' daily lives. For example, teachers continually work in small grade groups, participate in workshops, coach one another, and plan together. The school improvements at Panther Creek can be attributed to organized professional development, professional learning communities, and dedicated teachers.

## **7. School Leadership:**



Our principal has been at PCE for 5 years. Under her leadership, our school earned Exemplary School Status twice. The school is led by one principal. “Leading by example” is her philosophy, and that’s what she does. She attends district meetings, attends professional learning committees, covers classrooms, and never asks her teachers to do something she isn’t willing to do herself.

Her first role is that of an effective school leader who is positive, enthusiastic, and a team player. She is calm, thinks before acting, and tries to make the school a better place. To make the school a better place, she is an effective evaluator who ensures that her teachers are being productive in the classroom through the use of unannounced classroom walkthroughs and constant hallway monitoring. She realizes that she must be effective at public relations and recognizes that a positive relationship with parents and community will make her school better. She submits articles and pictures weekly in the local newspaper and sends home weekly parent newsletters that tell what is happening at school, remind families of important events, and recognize the accomplishments of students and teachers.

To ensure that policies, programs and resources are focused on students, our principal personally develops the student planners. The planners incorporate school and county policies, planning times, important dates, behavior and dress code, and much more. She does this in order for parents, teachers, and students to understand exactly what the policies and procedures are in order to hold each person accountable for following them.

Our principal has endorsed several new programs within the school, all of which have made us more effective. The programs include student data folders, individual student Acuity benchmark reviews, state analysis for both students and teachers, and the professional learning communities. The most beneficial is the Acuity and WESTEST 2 Data Analysis where students individually analyze their state testing scores and benchmarks to unfold their strengths and weaknesses and place the results in their data folders for future use and review.

Panther Creek is led by an understanding principal who never takes credit for the school's accomplishments. She continues to thank her staff for doing their best for the students. There is not a morning that goes by that you don’t hear our leader saying “good morning” to her staff and students, and she expects all adults in the building to do the same.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: WV WESTEST 2

Edition/Publication Year: 2010/Second Edition Publisher: CTB/McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Mastery/Above Mastery/Distinguished	68	44	58	66	83
Above Mastery/Distinguished	36	24	23	30	45
Number of students tested	34	41	38	33	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Mastery/Above Mastery/Distinguished	68	35	36	52	80
Above Mastery/Distinguished	43	16	19	26	44
Number of students tested	19	26	22	19	25
<b>2. African American Students</b>					
Mastery/Above Mastery/Distinguished	0	0	Masked	Masked	0
Above Mastery/Distinguished	0	0	Masked	Masked	0
Number of students tested			1	1	
<b>3. Hispanic or Latino Students</b>					
Mastery/Above Mastery/Distinguished	0	0	0	0	Masked
Above Mastery/Distinguished	0	0	0	0	Masked
Number of students tested					1
<b>4. Special Education Students</b>					
Mastery/Above Mastery/Distinguished	Masked	29	Masked	Masked	Masked
Above Mastery/Distinguished	Masked	7	Masked	Masked	Masked
Number of students tested	9	14	8	9	9
<b>5. English Language Learner Students</b>					
Mastery/Above Mastery/Distinguished	0	0	0	0	0
Above Mastery/Distinguished	0	0	0	0	0
Number of students tested					
<b>6. White</b>					
Mastery/Above Mastery/Distinguished	68	44	59	65	83
Above Mastery/Distinguished	36	24	24	31	47
Number of students tested	34	41	37	32	39
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested. WESTEST 2 for Year 2008-2009 Test was CTB/McGraw-Hill Copyright 2009.					

13WV3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: WV WESTEST 2

Edition/Publication Year: 2010/Second Edition Publisher: CTB/McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Mastery/Above Mastery/Distinguished	68	51	47	61	91
Above Mastery/Distinguished	30	27	29	6	46
Number of students tested	34	41	38	33	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Mastery/Above Mastery/Distinguished	68	38	36	42	96
Above Mastery/Distinguished	32	16	14	5	60
Number of students tested	19	26	22	19	25
<b>2. African American Students</b>					
Mastery/Above Mastery/Distinguished	0	0	Masked	Masked	0
Above Mastery/Distinguished	0	0	Masked	Masked	0
Number of students tested			1	1	
<b>3. Hispanic or Latino Students</b>					
Mastery/Above Mastery/Distinguished	0	0	0	0	Masked
Above Mastery/Distinguished	0	0	0	0	Masked
Number of students tested					1
<b>4. Special Education Students</b>					
Mastery/Above Mastery/Distinguished	Masked	21	Masked	Masked	Masked
Above Mastery/Distinguished	Masked	14	Masked	Masked	Masked
Number of students tested	9	14	8	9	9
<b>5. English Language Learner Students</b>					
Mastery/Above Mastery/Distinguished	0	0	0	0	0
Above Mastery/Distinguished	0	0	0	0	0
Number of students tested					
<b>6. White</b>					
Mastery/Above Mastery/Distinguished	68	51	46	59	90
Above Mastery/Distinguished	30	27	30	6	44
Number of students tested	34	41	37	32	39
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested. WESTEST 2 Year 2008-2009 Test was CTB/McGraw-Hill Copyright 2009.					

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## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: WV WESTEST 2

Edition/Publication Year: 2010/Second Edition Publisher: CTB/McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Mastery/Above Mastery/Distinguished	57	56	59	88	97
AboveMastery/Distinguished	29	32	31	54	70
Number of students tested	42	41	34	41	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Mastery/Above Mastery/Distinguished	62	43	86	91	95
AboveMastery/Distinguished	24	19	56	56	67
Number of students tested	29	21	20	23	21
<b>2. African American Students</b>					
Mastery/Above Mastery/Distinguished	0	0	0	0	0
AboveMastery/Distinguished	0	0	0	0	0
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Mastery/Above Mastery/Distinguished	0	0	0	0	0
AboveMastery/Distinguished	0	0	0	0	0
Number of students tested					
<b>4. Special Education Students</b>					
Mastery/Above Mastery/Distinguished	Masked	Masked	30	60	75
AboveMastery/Distinguished	Masked	Masked	15	20	33
Number of students tested	9	9	10	10	12
<b>5. English Language Learner Students</b>					
Mastery/Above Mastery/Distinguished	0	0	0	0	0
AboveMastery/Distinguished	0	0	0	0	0
Number of students tested					
<b>6. White</b>					
Mastery/Above Mastery/Distinguished	57	56	59	88	97
AboveMastery/Distinguished	29	32	31	54	70
Number of students tested	42	41	34	41	37
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested. WESTEST 2 for Year 2008-2009 Test was CTB/McGraw-Hill Copyright 2009.					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: WV WESTEST 2

Edition/Publication Year: 2010/Second Edition Publisher: CTB/McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Mastery/Above Mastery/Distinguished	60	68	62	91	92
Above Mastery/Distinguished	33	46	31	76	43
Number of students tested	42	41	34	41	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Mastery/Above Mastery/Distinguished	59	67	50	86	90
Above Mastery/Distinguished	38	43		69	38
Number of students tested	29	21	20	23	21
<b>2. African American Students</b>					
Mastery/Above Mastery/Distinguished	0	0	0	0	0
Above Mastery/Distinguished	0	0	0	0	0
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Mastery/Above Mastery/Distinguished	0	0	0	0	0
Above Mastery/Distinguished	0	0	0	0	0
Number of students tested					
<b>4. Special Education Students</b>					
Mastery/Above Mastery/Distinguished	Masked	Masked	20	60	60
Above Mastery/Distinguished	Masked	Masked	15	30	20
Number of students tested	9	9	10	10	10
<b>5. English Language Learner Students</b>					
Mastery/Above Mastery/Distinguished	0	0	0	0	0
Above Mastery/Distinguished	0	0	0	0	0
Number of students tested					
<b>6. White</b>					
Mastery/Above Mastery/Distinguished	60	68	62	91	92
Above Mastery/Distinguished	33	46		76	43
Number of students tested	42	41	34	41	37
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
WESTEST 2 Year 2008-2009 Test was CTB/McGraw-Hill Copyright 2009.					

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## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: WV WESTEST 2

Edition/Publication Year: 2010/Second Edition Publisher: CTB/McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Mastery/Above Mastery/Distinguished	89	58	83	94	92
Above Mastery/Distinguished	55	33	50	47	72
Number of students tested	38	33	42	34	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	2
Percent of students alternatively assessed	0	0	0	0	100
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Mastery/Above Mastery/Distinguished	89	48	86	95	87
Above Mastery/Distinguished	47	24	57	43	61
Number of students tested	19	21	23	23	23
<b>2. African American Students</b>					
Mastery/Above Mastery/Distinguished	0	Masked	0	0	0
Above Mastery/Distinguished	0	Masked	0	0	0
Number of students tested		1			
<b>3. Hispanic or Latino Students</b>					
Mastery/Above Mastery/Distinguished	0	0	0	0	0
Above Mastery/Distinguished	0	0	0	0	0
Number of students tested					
<b>4. Special Education Students</b>					
Mastery/Above Mastery/Distinguished	Masked	40	Masked	Masked	75
Above Mastery/Distinguished	Masked	20	Masked	Masked	33
Number of students tested	5	10	8	6	12
<b>5. English Language Learner Students</b>					
Mastery/Above Mastery/Distinguished	0	0	0	0	0
Above Mastery/Distinguished	0	0	0	0	0
Number of students tested					
<b>6. White</b>					
Mastery/Above Mastery/Distinguished	89	59	83	94	92
Above Mastery/Distinguished	55	35	50	47	72
Number of students tested	38	32	42	34	39
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
WESTEST 2 Year 2008-2009 Test was cTB/McGraw-Hill Copyright 2009.					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: WV WESTEST 2

Edition/Publication Year: 2010/Second Edition Publisher: CTB/McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Mastery/Above Mastery/Distinguished	76	67	76	94	87
Above Mastery/Distinguished	55	33	57	62	46
Number of students tested	38	33	42	34	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	2
Percent of students alternatively assessed	0	0	0	0	100
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Mastery/Above Mastery/Distinguished	79	62	78	96	83
Above Mastery/Distinguished	53	29	56	61	30
Number of students tested	19	21	23	23	23
<b>2. African American Students</b>					
Mastery/Above Mastery/Distinguished	0	Masked	0	0	0
Above Mastery/Distinguished	0	Masked	0	0	0
Number of students tested		1			
<b>3. Hispanic or Latino Students</b>					
Mastery/Above Mastery/Distinguished	0	0	0	0	0
Above Mastery/Distinguished	0	0	0	0	0
Number of students tested					
<b>4. Special Education Students</b>					
Mastery/Above Mastery/Distinguished	Masked	40	45	Masked	58
Above Mastery/Distinguished	Masked	30	33	Masked	8
Number of students tested	5	10	12	6	12
<b>5. English Language Learner Students</b>					
Mastery/Above Mastery/Distinguished	0	0	0	0	0
Above Mastery/Distinguished	0	0	0	0	0
Number of students tested					
<b>6. White</b>					
Mastery/Above Mastery/Distinguished	76	66	76	94	87
Above Mastery/Distinguished	55	35	57	62	46
Number of students tested	38	32	42	34	39
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested. WESTEST 2 Year 2008-2009 Test was CTB/McGraw-Hill Copyright 2009.					

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